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ABSTRACT

This report contains the results of the regularly administered alumni survey completed in 2001 by 2,014 students who graduated from Boise State University in the 1998-1999 academic year. The survey accompanies department-wide and college-wide results previously provided. Findings show that unemployment rates were very low for graduates, with only 1 to 2% unemployed and actively seeking jobs. Most graduates found jobs quickly, and more than 90% were using their college-developed skills on the job. Defining and solving problems and using effective oral and written communication were the top outcomes graduates desired. Graduates reported that Boise State had the biggest impact on improving their written communication and the least on improving oral communication. About 75 to 80% thought that the university's core courses improved their critical thinking, broadened their knowledge, improved communication skills, and were valuable beyond college. Students were generally happy with the quality of the faculty. The survey is attached. (Contains 10 tables.) (SLD)

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Activities and Perceptions of 1998 – 99 Graduates

Research Report 2001 – 01
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Boise State University
March 2001

Abstract

This report provides results on the regularly administered alumni survey, given this year to 2,014 students who graduated in 1998-99 academic year. Its purpose is to serve as a companion to the department- and college-wide results previously provided (Click on underlined link to view Alumni Survey Results).

Among the highlights of the report:

- Unemployment rates were very low for graduates. Only 1-2% were unemployed and actively seeking jobs.
- Most graduates found jobs quickly. This was especially true for those receiving associates' degrees or certificates.
- Over 90% of graduates were using their skills on the job. Associates' degree recipients and certificate holders were using their skills most frequently.
- Defining and solving problems and using effective oral and written communication were the top outcomes graduates desired. Those obtaining certificates, associates' degrees, and bachelors' degrees also rated developing skills that employers need as a very important outcome of their education.
- Of these top outcomes, graduates reported that Boise State had the biggest impact on improving their written communication and the least on improving their oral communication.
- For those taking core courses, about 75-80% felt that core courses improved their critical thinking, broadened their knowledge, improved their communication skills, and were valuable beyond college. Only 56-57% thought core courses had changed their perspective about their culture and other cultures.
- Students were generally quite happy with the quality of faculty. This was especially true for those receiving graduate degrees.
- Course content and scheduling were areas identified for further scrutiny, with about 40% indicating many courses weren't offered at the right times for them and 35% indicating that a number of courses were redundant.
- At least 50% of the bachelor's degree recipients completed an internship, 40% participated in student activities, and 30% worked with faculty on a project.
- About half of the undergraduates worked full-time and a third cared for children while attending school.

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Activities and Perceptions of 1998-99 Graduates

One of the key components of Boise State's outcomes assessment plan is a survey of graduates to obtain information on their current jobs and educational activities, their perceived skill development while at Boise State and the importance of those skills, their opinions about faculty and courses in the department of their major, the extent they were academically engaged while at the university, and any advice they have to improve the quality of education Boise State offers. The information obtained from the survey is summarized by degree and department and is sent to department chairs and deans for their use. A copy of the quantitative responses by department also is available at the assessment website: (Click here to see Quantitative Responses)

This report provides a university-wide perspective and offers a comparison for the data deans and chairs have received. The report covers the following topic areas:

- Current employment and educational information of graduates
- Graduates' ratings of the importance of outcomes/skills and Boise State's impact on their development
- Perceptions of the general education core
- Perceptions of the academic department of their major, its courses and faculty
- Evidences of academic engagement by graduates

Methodology

Since 1995, the Office of Institutional Assessment has conducted an alumni survey bi-annually with one survey covering all graduates. This year the coordinator decided to (1) conduct the survey annually, and (2) develop three separate surveys with a common core of questions --one for students receiving associates degrees or certificates, another for bachelors' degree recipients, and a third for those receiving masters' degrees or doctorates. All students who received a degree between September of 1998 and August of 1999, and who had an address in the United States were surveyed. Departments were invited to include additional questions for their graduates. As a result, about 40% of the surveys had additional items from departments. A copy of the surveys can be found in Appendix A.

After an initial mailing to all 2,014 graduates, the survey was re-sent after three or four weeks to those who hadn't yet responded. Overall, 39% (172/443) of the graduates receiving associates degrees or certificates responded, 37% (506/1354) of the baccalaureate degree recipients responded, and 55% (120/217) of the graduates receiving masters' degrees or doctorates responded.

Findings

Employment and Education

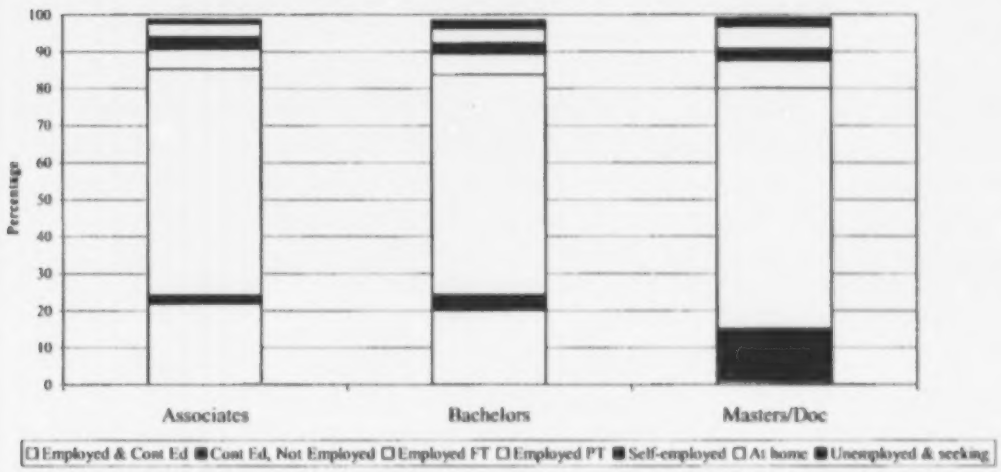
This section covers the following information:

- Current employment and education status
- Length of time to obtain first job following graduation
- Promotions or additional responsibilities from education received
- Use of acquired knowledge and skills on the job
- Annual salaries of graduates

Information from the surveys which is not in this report but was sent to departments included job titles and employers for all respondents. The bachelor's survey also included questions on licensing and/or certification, preparation for graduate study, and willingness to consider Boise State for graduate study.

As shown by Table 1 and illustrated by Figure 1, most graduates (60-65%) were working full-time and not attending school. However, about 20% of graduates receiving certificates, or associates' or bachelors' degrees were working and also continuing their education. While those receiving graduate degrees were seldom still combining work and school, 14% were continuing their education full-time.

Figure 1. Current Employment and Education Activities



Unemployment rates were very low for graduates. Only 1% of those who received certificates or associate degrees were seeking employment, while only 2% of those receiving baccalaureate or graduate degrees were seeking employment.

Most graduates found jobs quickly (see Table 2). In fact, more than one-third of those receiving certificates, associates', and bachelors' degrees were already employed and continued their jobs after graduation. Graduates with associates' degrees or certificates were employed especially quickly. Only 3.5% of this group took more than three months to find a job compared to 18% of bachelors' degree recipients and 8% of students receiving graduate-level degrees.

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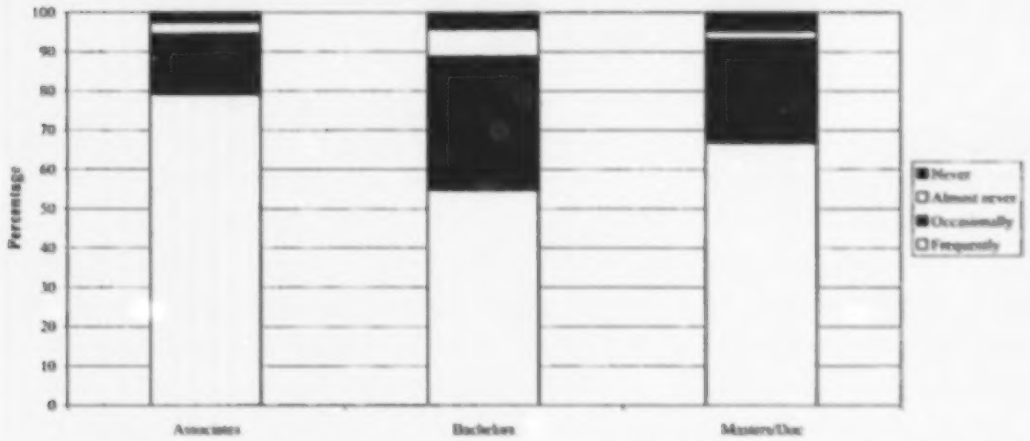
For those continuing in the same jobs they had while in school, many received additional responsibilities or a promotion. Again, this was particularly true for those receiving associates' degrees or certificates. After eliminating responses from graduates who indicated the question was not applicable, 61% of graduates receiving an associate's degree or certificate said they'd received a promotion or additional responsibilities as a result of the education they received at Boise State University. In comparison, 54% of the bachelor's degree recipients and 46% of the masters/doctoral degree recipients indicated that they had received promotions. Details are shown in Table 3.

Most graduates reported using the skills they had acquired at the university on their jobs. This was particularly true of graduates receiving associates' degrees and certificates where almost 80% reported using their skills frequently and 95% reported using their skills at least occasionally. Comparisons can be seen in Figure 2 below and in Table 4. Students who obtained bachelors' degrees were least likely to report using their skills; still, only 7% reported almost never using their skills in their work.

Figure 2. Frequency of Skills Use on the Job



Not surprisingly, those with graduate degrees reported the highest salaries while those with associates' degrees or certificates reported the lowest salaries. As shown by Table 5, about two-thirds of the graduates who received associates' degrees or certificates reported salaries in the range of $15,000-29,999. The most frequently reported salary was $25,000-29,999.

Bachelors' degree recipients had starting salaries that were generally slightly higher and had a wider spread. While the most frequently reported salary was in the $20,000-$24,999 range, about 65% of graduates reported salaries that ranged from $20,000 to $39,999.

Reported salaries for those receiving graduate degrees were still higher. The most frequently reported salary was in the $50,000 or more range. Again, the spread of salaries was broad, with 70% reporting salaries of $30,000 or more.

Important Outcomes and the Impact BSU Had in Acquiring Them

In the second part of the survey, graduates were asked to rate a list of potential outcomes from college on the importance in acquiring that skill or outcome and the impact BSU had on them in acquiring it. The purpose was to discover first what outcomes graduates valued most. The percentage who thought BSU had a major or moderate impact on their skills development was then determined. The assumption was that student satisfaction with their educational experience would probably be highest when the skills that students most valued were also the ones that the university impacted most.

As shown by Table 6, students who received associates' degrees and certificates were asked to rate eight skills. While at least 90% of the graduates agreed that each skill was important, the top three skills according to mean ratings were (1) defining and solving problems (mean=3.81 on a four-point scale), (2) developing the skills that employers need (mean=3.76), and (3) using effective oral communication (mean=3.70). Graduates generally felt that the university had helped develop these skills with between 78% and 82% responding that the university had either a major or moderate impact on their development.

Despite the fact that baccalaureate degree recipients had more outcomes to rate, they felt that the same skills were important that recipients of associate degrees and certificates did (see Table 7). They also added the use of effective written communication. The percentage who agreed the skill was important ranged from 99% for defining and solving problems and using effective oral communication to 80% for understanding the interaction of human beings and the environment. By mean importance the top outcomes/skills were:

- defining and solving problems (mean=3.81)
- using effective oral communication (mean=3.78)
- using effective written communication (mean=3.70)
- developing skills that employers need (mean=3.69)

Again, graduates generally believed the university had an impact on the development of these skills. For the most important skills, the percentage who thought BSU had impacted their development ranged from 82% for using effective written communication to 70% for developing the skills employers need. Further details can be found in Table 7.

Masters' and doctoral degree recipients had similar perceptions. Oral communication, defining and solving problems, and written communication were again tops in importance. The percentage who agreed BSU had impacted them in either a major or moderate fashion ranged from 64% for effective oral communication to 87% for effective written communication. See Table 8 for further details.

It seems clear from these results that courses at the university should especially focus on communication in both oral and written form, problem-solving, and applications of classroom experience to jobs and careers. Oral communication, written communication, and problem-solving have also been of key importance in prior alumni surveys (e.g., RR 98-01). Generally, the outcomes rated as most important were also those where students felt the greatest impact.

Perceptions of Core Courses

Both associates' and baccalaureate degree graduates are required to take courses to fulfill their general education requirements. For baccalaureate graduates, these requirements consist of about one-third of their total credits for graduation. For associates' degree graduates, the requirements are more modest. As a whole, completion of core course requirements is meant to develop student skills in four general areas: critical thinking and problem-solving, communication, broadened cultural perspective, and breadth of knowledge across a variety of fields. Students were therefore asked if the courses they took to fulfill the university core requirements had an impact on them in these four ways. In addition, students were asked if they thought the courses were valuable beyond college.

In the past, students pursuing associates' degrees have generally wanted to focus on the development of specific skills in their major field of study and have been somewhat reluctant to take general education courses. However, responses on their perceptions of core were very similar to those of students who received bachelors' degrees (see Table 9). About 80% of each group felt that core courses had improved their critical thinking skills and broadened their knowledge about a variety of fields. Slightly fewer (between 75% and 78%) felt that core courses improved their communication skills and were valuable beyond college. Only about 56-57%, however, felt that core courses changed their perspective about their culture and other cultures. This indicates that core courses are probably failing to change attitudes and perceptions, at least to a degree that students recall it after leaving college.

Perceptions of the Academic Department

Each alumni survey has included a group of questions that asks about satisfaction with graduates' chosen majors, perceptions of faculty, course delivery, and interactions with faculty and other students. This past year, two additional questions regarding adequacy of advising and course scheduling were included on all surveys. Information on item wording and responses are contained in Table 10.

Students were generally happy with their majors. Between 72% (associates/certificates graduates) and 79% (masters/doctoral graduates) agreed that they would enroll in the same major if starting over again. They also would advise friends with similar interests to enroll in their major; 84% of baccalaureate graduates agreed, 86% of associates/certificates graduates agreed, and 90% of masters/doctoral graduates agreed. These figures are similar to those reported in prior reports (e.g., RR 98-01).

Students were also generally satisfied with the quality of faculty. A large majority (84%-89%) thought that faculty members were genuinely interested in the welfare of students. A strong majority (79%-83%) also agreed that faculty were outstanding teachers. Somewhat fewer (70-72%) felt that there was good communication between faculty and students regarding student needs and concerns. These figures are similar to those reported for prior graduates (see RR 98-01). The one change was the percentage of masters/doctoral students who felt there was good communication between faculty and students dropped from 80% to 72% on this survey.

Course delivery was an area that could probably benefit from further scrutiny at the departmental level. A substantial minority of students (39%-46%) felt that many department courses were not offered at the right times for them. About a third (31%-37%) thought that a number of courses covered the same material and were redundant. However, few students agreed that they had to delay graduation because of course availability (22% of baccalaureate graduates, 14% of masters/doctoral graduates, and 10% of associates/certificates graduates). Note that course availability was the biggest issue for baccalaureate graduates.

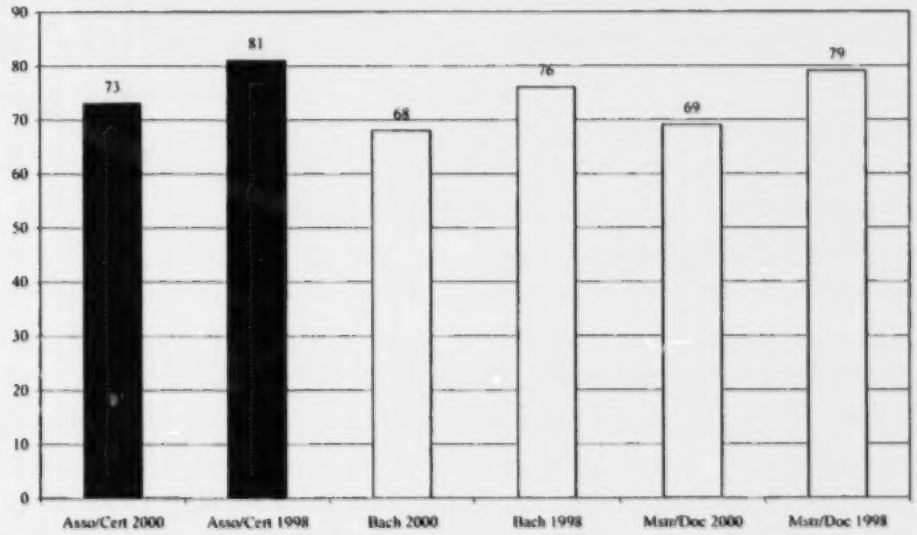
Interactions with faculty and with other students were the areas that showed the greatest differences depending upon degree. In addition, graduates seems less satisfied then in prior surveys (see Figure 3). While about 60% of associates/certificate graduates agreed that many opportunities existed outside of class for interactions between students and faculty, only about 50% of baccalaureate and graduate-degree recipients also agreed (previously about 60% of these groups also agreed). Between 68% (baccalaureate) and 73% (associates/certificates) of graduates felt that interactions and discussion with peers were a major source of motivation and support, figures that dropped 8-10% for each group since the last alumni report (see Figure 3 below).

Finally, because of previously documented difficulties with advising, students were asked if they received sound academic advice. Masters/doctoral degree recipients were most likely to agree (83%) and bachelors' degree recipients were least likely to agree (72%).

Academic engagement of undergraduates

Both the associates' and the baccalaureate surveys contained a new set of items designed to gain further information about how much students were a consistent part of campus life. Thus, students were asked to indicate if they had participated in a variety of out-of-class activities ranging from participation in community service to use of e-mail. They were also asked about

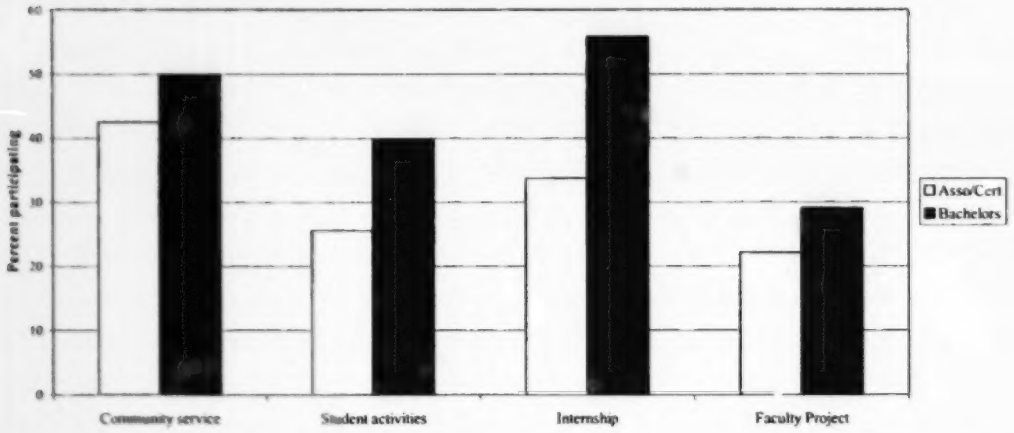
Figure 3. Percentage agreeing that peer interactions motivated them



activities that would indicate they had competing priorities while in school. These included working full-time, caring for children, taking semesters off, and skipping classes.

As shown by Table 11 and Figure 4 below, bachelor's degree recipients were somewhat more engaged in campus life than associates' and certificate degree recipients were. At least half of the bachelors' degree recipients reported completing an internship and/or participating in community service projects. About 40% participated in student activities and 30% worked with faculty on a research, service, or creative project. Associates' and certificate degree recipients were less likely engage in any of these activities, and especially were less likely to complete an internship or participate in student activities.

Figure 4. Out of class Engagement Activities



Graduates were more likely to attend a university athletic event than a cultural event. About 72% of bachelors and 54% of associates/certificate degree recipients attended athletic events. By comparison, 57% of bachelors and 33% of associates/certificate degree recipients attended cultural events.

A majority of students reported using e-mail or the internet as part of a course (65% of bachelors, 56% of associates/certificates). At least half of both groups also reported seeking academic help for a course that was causing them difficulty.

About half of the graduates reported working full-time while going to school (52% of bachelors, 46% of associates/certificates). Over a third also had responsibilities for children while in school. Not surprisingly, then, a number of students took one or more semesters off while completing their education—27% of bachelors and 16% of associates/certificate degree recipients. Very few (5-7%) reported skipping classes on a regular basis.

Summary and Conclusions

This report highlighted the results of the regularly administered alumni survey given this past year to students who graduated in 1998-99. With three separate surveys, the emphasis in this

report was on similarities and differences among the graduate groups. The report is meant to be a companion to department-level and college-level results previously provided and available on the Institutional Assessment website.

Results showed that those who responded (about 40% of those surveyed) were generally happy with most aspects of their education. Graduates had jobs and found them quickly. Many who had worked while they were in school had obtained promotions based on their education. Well over 90% reported using the skills they acquired in college either frequently or occasionally.

The outcomes that students rated as most important were generally also the ones where the university had the greatest impact. Of these top outcomes, the weakest area was oral communication and the strongest was written communication. Problem-solving and developing skills that employers need were other areas that students thought were most important. Those who rated core courses were also generally positive about the knowledge and skills-building provided by these cores. Only a slim majority of students, however, felt that core courses had changed their cultural perspective.

Students were also generally happy with their selection of a major and the quality of the faculty who taught them in their department. The main areas of concern were the number of students who indicated that many courses weren't offered at the right times and the redundancy of some of the courses in which they enrolled.

The survey also confirmed that many graduates had competing priorities while in school. About half reported that they worked full-time while in school and a third had children. Perhaps as a result, about one in four bachelor's degree recipients and one in six associate's degree recipients took one or more semesters off before completing their studies.

Overall, then, the results show a group of students well-pleased with their educational experience. The numbers provided in the report, however, have greater meaning if suggestions that graduates made for improving the quality of education that is offered are also considered. It is recommended, therefore, that departments compare their results with those of the university and review the comments of their majors. In addition, the university may wish to study the feasibility of a greater focus on oral communication. Selected departments may wish to delve further into the course redundancy issue.

Table 1. Current employment and/or educational activities of graduates

Percent who were:	Associates/ Certificates	Bachelors Degrees	Masters/ Doctorates
Employed & continuing their education	21.76	20.04	0.83
Continuing education, not employed	2.35	4.22	14.17
Employed full-time	61.18	59.49	65.00
Employed part-time	5.29	5.70	7.50
Self-employed	3.53	2.95	3.33
At home	3.53	3.80	5.83
Unemployed and seeking a job	1.18	2.32	2.50
Other	1.18	1.05	0.83
Total	100.00	100.00	100.00

Table 2. Length of time to obtain first job following graduation

Percent who were:	Associates/ Certificates	Bachelors Degrees	Masters/ Doctorates
Already employed & continued in that job	38.46	34.74	62.63
Obtained a job prior to leaving BSU	27.97	20.26	11.11
Less than one month after leaving BSU	17.48	11.58	5.05
1-3 months after leaving BSU	12.59	15.00	13.13
4-6 months after leaving BSU	3.50	10.26	5.05
Over 6 months after leaving BSU		8.16	3.03
Total	100.00	100.00	100.00

Table 3. Percent of already employed graduates who received a promotion or additional responsibilities as a result of the education they received at Boise State University

	Yes	No	N/A	Total
Associates degrees and certificates	40.30%	26.12%	33.58%	100.00%
Bachelors degrees	27.91%	23.58%	48.51%	100.00%
Masters/Doctoral degrees	30.00%	35.00%	35.00%	100.00%
Without N/A responses:				
Associates degrees and certificates	60.67%	39.33%		100.00%
Bachelors degrees	54.21%	45.79%		100.00%
Masters/Doctoral degrees	46.15%	53.85%		100.00%

Table 4. Use of skills and knowledge acquired at Boise State on the job

Percent using skills:	Associates/ Certificates	Bachelors Degrees	Masters/ Doctorates
Frequently	79.05	54.69	66.67
Occasionally	15.54	34.11	26.47
Almost never	2.70	6.77	1.96
Never (No)	2.70	4.43	4.90
Total	100.00	100.00	100.00

Table 5. Annual salaries of graduates

Percent who reported their annual salary was:	Associates/ Certificates	Bachelors Degrees	Masters/ Doctorates
Under $15,000	8.97	6.01	3.96
$15,000-$19,999	21.38	8.36	0.99
$20,000-$24,999	21.38	20.37	2.97
$25,000-$29,999	22.76	14.62	11.88
$30,000-$34,999	14.48	16.71	17.82
$35,000-$39,999	6.90	13.05	14.85
$40,000-$44,999	3.45	8.62	13.86
$50,000 or more	0.69	8.88	23.76
Total percent:	100.00	100.00	100.00

Table 6. Associate and Certificate Degree Recipient Ratings of Skill Importance and Impact

Skill:	Number responding	Mean Importance	Agree Important	Mean Impact	Agree BSU Impacted
Defining & solving problems	167	3.81	98.2%	3.02	78.0%
Developing skills employers need	168	3.76	97.0%	3.28	81.7%
Using effective oral communication	168	3.70	97.6%	3.01	78.1%
Working as a team member	168	3.63	94.0%	3.04	74.0%
Using effective written communication	168	3.60	94.6%	3.08	78.0%
Drawing conclusions from data	167	3.57	94.6%	3.01	77.5%
Developing effective leadership skills	168	3.54	94.0%	2.70	61.5%
Using computers and other technology	168	3.54	90.5%	2.86	63.7%

Table 7. Bachelors Degree Recipient Ratings of Skill Importance and Impact

Skill:	Number responding	Mean Importance	Agree Important	Mean Impact	Agree BSU Impacted
Defining & solving problems	473	3.81	98.7%	2.91	76.9%
Using effective oral communication	472	3.78	98.7%	2.97	72.7%
Using effective written communication	472	3.70	98.1%	3.14	81.6%
Developing skills employers need	470	3.69	96.2%	2.82	69.7%
Using computers and other technology	470	3.66	96.8%	2.77	61.3%
Meeting challenges in my career	470	3.64	94.5%	2.66	57.5%
Committing to lifelong learning	471	3.59	94.5%	2.83	66.1%
Developing standards for my life	472	3.59	93.6%	2.50	49.9%
Working as a team member	473	3.58	94.5%	3.03	74.7%
Getting along with diverse people	471	3.57	92.8%	2.63	55.0%
Developing effective leadership skills	472	3.57	95.1%	2.55	51.0%
Acquiring well-rounded general education	470	3.53	91.9%	3.05	78.9%
Drawing conclusions from data	471	3.51	93.2%	2.94	74.0%
Thinking objectively about beliefs	472	3.42	88.6%	2.63	55.7%
Learning about career options	471	3.22	82.0%	2.24	36.1%
Developing original ideas/products	471	3.20	83.0%	2.32	39.3%
Understanding humans an environment	469	3.17	79.7%	2.43	45.5%

Table 8. Masters' and Doctoral Degree Recipient Ratings of Skill Importance and Impact

Skill:	Number responding	Mean Importance	Agree Important	Mean Impact	Agree BSU Impacted
Using effective oral communication	118	3.83	99.2%	2.84	64.2%
Defining & solving problems	118	3.81	99.2%	2.99	79.0%
Using effective written communication	117	3.74	98.3%	3.33	86.6%
Meeting challenges in my career	117	3.68	96.6%	2.77	61.0%
Developing effective leadership skills	116	3.67	98.3%	2.57	52.1%
Developing skills employers need	117	3.62	94.0%	2.88	68.9%
Getting along with diverse people	115	3.59	94.8%	2.55	56.8%
Working as a team member	117	3.58	95.7%	3.04	76.5%
Developing standards for my life	118	3.58	94.1%	2.76	58.5%
Committing to lifelong learning	116	3.57	93.1%	2.88	65.0%
Using computers and other technology	117	3.56	93.2%	2.62	53.3%
Drawing conclusions from data	117	3.52	92.3%	3.03	74.8%
Acquiring well-rounded general education	118	3.50	94.9%	2.93	73.1%
Thinking objectively about beliefs	117	3.49	94.9%	2.87	66.4%
Developing original ideas/products	118	3.33	91.5%	2.57	57.1%
Understanding humans an environment	116	3.09	76.7%	2.33	40.7%
Learning about career options	117	2.97	75.2%	2.07	23.7%

Table 9. Perceptions of Core Courses

	Associate/Certificates		Bachelors Degrees	
In general, the courses I took to fulfill the University Core requirements:	Mean agreement	Percent agreeing	Mean agreement	Percent agreeing
improved my critical thinking skills	2.95	80.8%	2.89	77.9%
improved my communication skills	2.92	77.4%	2.93	76.3%
changed my perspective about my culture and other cultures	2.64	57.5%	2.60	56.1%
broadened my knowledge about a variety of fields	3.00	80.7	3.08	82.0%
were valuable beyond college	2.99	78.1	2.92	74.5%

Table 10. Questions related to students' majors

	Associate/Cert		Bachelors		Masters/Doctorate	
Item:	Mean	Percent agreeing	Mean	Percent agreeing	Mean	Percent agreeing
Faculty members were genuinely interested in the welfare of students	3.23	84%	3.10	84%	3.36	89%
I would advise a friend with similar interests to enroll in the same major	3.25	86%	3.15	84%	3.32	90%
Many department courses were not offered at the right times for me	2.28	39%	2.50	46%	2.43	42%
A number of courses covered the same material and were redundant	2.28	37%	2.36	35%	2.29	31%
If starting over, I would enroll in the same major/program again	2.98	72%	3.05	76%	3.18	79%
There was good communication between faculty and students regarding student needs/concerns	2.94	71%	2.78	70%	2.89	72%
Many opportunities existed outside of class for interactions between students and faculty	2.65	60%	2.57	51%	2.45	50%
The interactions and discussion with my peers in the department were a major source of motivation and support	2.97	73%	2.86	68%	2.95	69%
Faculty were outstanding teachers	3.04	79%	3.00	82%	3.11	83%
I received sound academic advice	2.95	75%	2.85	72%	3.11	83%
I had to delay graduation because of course availability	1.71	10%	1.99	22%	1.71	14%

Table 11. Academic engagement of associates/certificates and bachelors degree recipients

Percentage of graduates who:	Associates/ Certificates	Bachelors
participated in community service	42.44%	49.89%
participated in student activities (clubs, student government, etc.)	25.58%	39.79%
attended a university athletic event	54.07%	72.00%
attended a university cultural event	32.56%	57.26%
completed an internship	33.72%	55.79%
worked with faculty on a research, service, or creative project	22.09%	29.05%
worked full-time while attending school	45.93%	51.58%
had responsibilities for children	37.21%	36.42%
took one or more semesters off	15.70%	26.74%
skipped classes on a regular basis	5.23%	6.95%
used e-mail or the internet as part of a course	56.40%	64.63%
sought academic help for a course that was causing them difficulty	50%	55.37%

43595

BOISE STATE UNIVERSITY

Survey of Recent Graduates Receiving Associates Degrees and Certificates

SURVEY OF BOISE STATE UNIVERSITY ALUMNI

Directions: This survey is part of an effort to improve educational programs and services. Please use blue or black ink to respond, filling the response area completely. Then return it in the prepaid envelope provided. If you have questions or comments, please write the Office of Institutional Assessment, Boise State University, 1910 University Drive, B-319, Boise, Idaho 83725-1135 or call (208) 426-1575.

1. Which one of the following best describes what you are currently doing?

- O Employed and continuing my education
- O Continuing my education, not employed outside the home
- O Employed full-time
- O Employed part-time
- O Self-employed (farm or business owner, etc.)
- O Serving in the Armed Forces/Military
- O Caring for a home/family (not employed or continuing education)
- O Unemployed and seeking employment
- O Other

Please complete the following items if you are working full-time. If not, skip to page 2.

2. When did you obtain your first full-time job after graduating from Boise State University?

- O I was already employed and continued in that job
- O Obtained the job prior to leaving Boise State University
- O Less than one month after leaving Boise State University
- O 1 to 3 months after leaving Boise State University
- O 4 to 6 months after leaving Boise State University
- O Over 6 months after leaving Boise State University

3. If you were already employed, have you received a promotion or additional responsibilities as a result of the education you received at Boise State University?

O Yes O No O Not Applicable

4. What is your current job?

5. Who do you work for? (Name of Company)

6. Are you using skills and knowledge acquired at Boise State University in your job?

- O Yes, frequently
- O Yes, occasionally
- O Almost never
- O No

7. What is your annual salary?

- O Less than $15,000
- O $15,000 - $19,999
- O $20,000 - $24,999
- O $25,000 - $29,999
- O $30,000 - $34,999
- O $35,000 - $39,999
- O $40,000 - $44,999
- O $45,000 - $49,999
- O $50,000 or more

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BOISE STATE UNIVERSITY

Survey of Recent Graduates Receiving Associates Degrees and Certificates

SURVEY OF BOISE STATE UNIVERSITY ALUMNI

Below is a list of abilities or skills one might expect to develop while pursuing a post secondary education. To the left indicate your opinion of the importance of the skill in an individual's efforts to be personally/professionally successful in today's world. To the right, indicate the impact of your experience at Boise State on your attainment of each skill.

IMPORTANCE TO YOU					IMPACT OF UNIVERSITY EXPERIENCE				
No Importance	Minor Importance	Moderate Importance	Major Importance		No Impact	Minor Impact	Moderate Impact	Major Impact	
○	○	○	○	8. Defining and solving problems	○	○	○	○	
○	○	○	○	9. Developing skills that employers need	○	○	○	○	
○	○	○	○	10. Recognizing and using effective oral communication skills	○	○	○	○	
○	○	○	○	11. Developing and using effective leadership skills	○	○	○	○	
○	○	○	○	12. Analyzing and drawing conclusions from various types of data.	○	○	○	○	
○	○	○	○	13. Recognizing and using effective written communication skills	○	○	○	○	
○	○	○	○	14. Working cooperatively in groups; working as a team member	○	○	○	○	
○	○	○	○	15. Making effective use of computers and other technology	○	○	○	○	

To what extent do you agree with the following statements about your major program or department? Use the following responses to answer.

Disagree Strongly	Disagree	Agree	Agree Strongly
1	2	3	4

16. Faculty members were genuinely interested in the welfare of students.	○	○	○	○
17. I would advise a friend with similar interests to enroll in the same major.	○	○	○	○
18. Many courses were not offered at the right times for me.	○	○	○	○
19. A number of courses covered the same material and were redundant.	○	○	○	○
20. If starting over, I would enroll in the same major/program again.	○	○	○	○
21. There was good communication between faculty and students regarding student needs/concerns.	○	○	○	○
22. Many opportunities existed outside of class for interactions between students and faculty.	○	○	○	○
23. The interactions and discussions with my peers in the department were a major source of motivation and support.	○	○	○	○
24. Faculty were outstanding teachers.	○	○	○	○
25. I received sound academic advice.	○	○	○	○
26. I had to delay graduation because of course availability.	○	○	○	○

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BOISE STATE UNIVERSITY

Survey of Recent Graduates Receiving Associates Degrees and Certificates

SURVEY OF BOISE STATE UNIVERSITY ALUMNI

Please answer items 27 - 31 if you took any general education courses at Boise State University. Use the following responses to answer.

Disagree Strongly	Disagree	Agree	Agree Strongly
1	2	3	4

In general, the courses I took to fulfill the University Core requirements:

27. Improved my critical thinking skills	○	○	○	○
28. Improved my communication skills	○	○	○	○
29. Changed my perspective about my culture and other cultures	○	○	○	○
30. Broadened my knowledge about a variety of fields	○	○	○	○
31. Were valuable beyond college	○	○	○	○

What advice would you give your department to improve the quality of education offered?

32. While a student at Boise State University, did you:
(Darken the circle for all that apply)

- ○ Participate in community service
- ○ Participate in student activities (clubs, student govt., etc.)
- ○ Attend a university athletic event
- ○ Attend a university cultural event
- ○ Complete an internship
- ○ Work with faculty on a research, service or creative project
- ○ Work full-time while attending school
- ○ Have responsibilities for children
- ○ Take one or more semesters off
- ○ Skip classes on a regular basis
- ○ Use e-mail or the internet as part of a course
- ○ Seek academic help for a course that was causing you difficulty

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7098

BOISE STATE UNIVERSITY

Survey of Recent Baccalaureate Graduates

SURVEY OF BOISE STATE UNIVERSITY ALUMNI

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1. Which one of the following best describes what you are currently doing?

- O Employed and continuing my education
- O Continuing my education, not employed outside the home
- O Employed full-time
- O Employed part-time
- O Self-employed (farm or business owner, etc.)
- O Serving in the Armed Forces/Military
- O Caring for a home/family (not employed or continuing education)
- O Unemployed and seeking employment
- O Other

2. Have you taken any licensing or certification examinations related to your major or area of study at Boise State University?

- O Yes, I have taken and passed such an exam
- O Yes, I have taken such an exam but do not yet know the results
- O Yes, I have taken such an exam but did not pass
- O No, I have not taken any such exams but plan to do so
- O No, and I have no plans to take any such exams
- O Not Applicable

3. How well did Boise State University prepare you to continue your education?

- O Exceptionally well
- O More than adequately
- O Adequately
- O Less than adequately
- O Very poorly
- O Not Applicable

4. Would you consider attending Boise State for graduate study if a program were available in your area of interest?

O Yes O Uncertain O No

Please complete the following items if you are working full-time. If not, skip to page 2.

5. What is your current job?

6. Who do you work for? (Name of Company)

7. When did you obtain your first full-time job after graduating from Boise State University?

- O I was already employed and continued in that job
- O Obtained the job prior to leaving Boise State University
- O Less than one month after leaving Boise State University
- O 1 to 3 months after leaving Boise State University
- O 4 to 6 months after leaving Boise State University
- O Over 6 months after leaving Boise State University

8. If you were already employed, have you received a promotion or additional responsibilities as a result of the education you received at Boise State University?

O Yes O No O Not Applicable

9. Are you using skills and knowledge acquired at Boise State University in your job?

- O Yes, frequently
- O Yes, occasionally
- O Almost never
- O No

10. What is your annual salary?

- O Less than $15,000
- O $15,000 - $19,999
- O $20,000 - $24,999
- O $25,000 - $29,999
- O $30,000 - $34,999
- O $35,000 - $39,999
- O $40,000 - $44,999
- O $45,000 - $49,999
- O $50,000 or more

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7098

BOISE STATE UNIVERSITY

Survey of Recent Baccalaureate Graduates

SURVEY OF BOISE STATE UNIVERSITY ALUMNI

Below is a list of abilities or skills one might expect to develop while pursuing a post secondary education. To the left, indicate your opinion of the importance of the skill in an individual's efforts to be personally/professionally successful in today's world. To the right, indicate the impact of your experience at Boise State University on your attainment of each skill.

IMPORTANCE TO YOU					IMPACT OF UNIVERSITY EXPERIENCE			
No Importance	Minor Importance	Moderate Importance	Major Importance		No Impact	Minor Impact	Moderate Impact	Major Impact
○	○	○	○	11. Defining and solving problems	○	○	○	○
○	○	○	○	12. Developing skills that employers need	○	○	○	○
○	○	○	○	13. Recognizing and using effective oral communication skills	○	○	○	○
○	○	○	○	14. Developing and using effective leadership skills	○	○	○	○
○	○	○	○	15. Analyzing and drawing conclusions from various types of data.	○	○	○	○
○	○	○	○	16. Recognizing and using effective written communication skills	○	○	○	○
○	○	○	○	17. Working cooperatively in groups; working as a team member	○	○	○	○
○	○	○	○	18. Making effective use of computers and other technology	○	○	○	○
○	○	○	○	19. Developing original ideas and/or products	○	○	○	○
○	○	○	○	20. Thinking objectively about beliefs, attitudes and values	○	○	○	○
○	○	○	○	21. Making and exercising a lifelong commitment to learning	○	○	○	○
○	○	○	○	22. Developing standards for my personal and professional life	○	○	○	○
○	○	○	○	23. Meeting the challenges in my career field of choice	○	○	○	○
○	○	○	○	24. Getting along with people from various cultures, races, backgrounds, etc.	○	○	○	○
○	○	○	○	25. Learning about existing and emerging career options	○	○	○	○
○	○	○	○	26. Understanding the interaction of human beings and the environment	○	○	○	○
○	○	○	○	27. Acquiring a well-rounded general education	○	○	○	○

Please answer items 28 - 32 if you took any general education courses at Boise State University. Use the following responses to answer.

Disagree Strongly	Disagree	Agree	Agree Strongly
1	2	3	4

In general, the courses I took to fulfill the University Core requirements in Areas, I, II and III:

28. Improved my critical thinking skills	○	○	○	○
29. Improved my communication skills	○	○	○	○
30. Changed my perspective about my culture and other cultures	○	○	○	○
31. Broadened my knowledge about a variety of fields	○	○	○	○
32. Were valuable beyond college	○	○	○	○

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BOISE STATE UNIVERSITY

Survey of Recent Baccalaureate Graduates

SURVEY OF BOISE STATE UNIVERSITY ALUMNI

To what extent do you agree with the following statements about your major program or department? Use the following responses to reply:

Disagree Strongly	Disagree	Agree	Agree Strongly
1	2	3	4

33.	Faculty members were genuinely interested in the welfare of students.	①	②	③	④
34.	I would advise a friend with similar interests to enroll in the same major.	①	②	③	④
35.	Many department/program courses were not offered at the right times for me.	①	②	③	④
36.	A number of courses covered the same material and were redundant.	①	②	③	④
37.	If starting over, I would enroll in the same major/program again.	①	②	③	④
38.	There was good communication between faculty and students regarding student needs/concerns.	①	②	③	④
39.	Many opportunities existed outside of class for interactions between students and faculty	①	②	③	④
40.	The interactions and discussions with my peers in the department were a major source of motivation and support.	①	②	③	④
41.	Faculty were outstanding teachers.	①	②	③	④
42.	I received sound academic advice.	①	②	③	④
43.	I had to delay graduation because of course availability.	①	②	③	④

What advice would you give your department to improve the quality of education offered?

44. While a student at Boise State University, did you:
(Darken the circle for all that apply)

- ○ Participate in community service
- ○ Participate in student activities (clubs, student govt., etc.)
- ○ Attend a university athletic event
- ○ Attend a university cultural event
- ○ Complete an internship
- ○ Work with faculty on a research, service or creative project
- ○ Work full-time while attending school
- ○ Have responsibilities for children
- ○ Take one or more semesters off
- ○ Skip classes on a regular basis
- ○ Use e-mail or the internet as part of a course
- ○ Seek academic help for a course that was causing you difficulty

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BOISE STATE UNIVERSITY

Survey of Recent Baccalaureate Graduates

SURVEY OF BOISE STATE UNIVERSITY ALUMNI

If instructed to do so, please answer any additional questions here.

1	A	B	C	D	E	11	A	B	C	D	E
2	A	B	C	D	E	12	A	B	C	D	E
3	A	B	C	D	E	13	A	B	C	D	E
4	A	B	C	D	E	14	A	B	C	D	E
5	A	B	C	D	E	15	A	B	C	D	E
6	A	B	C	D	E	16	A	B	C	D	E
7	A	B	C	D	E	17	A	B	C	D	E
8	A	B	C	D	E	18	A	B	C	D	E
9	A	B	C	D	E	19	A	B	C	D	E
10	A	B	C	D	E	20	A	B	C	D	E

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4336

BOISE STATE UNIVERSITY

Survey of Recent Masters/Doctorate Graduates

SURVEY OF BOISE STATE UNIVERSITY ALUMNI

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1. Which one of the following best describes what you are currently doing?

- O Employed and continuing my education
- O Continuing my education, not employed outside the home
- O Employed full-time
- O Employed part-time
- O Self-employed (farm or business owner, etc.)
- O Serving in the Armed Forces/Military
- O Caring for a home/family (not employed or continuing education)
- O Unemployed and seeking employment
- O Other

Please complete the following items if you are working full-time. If not, skip to page 2.

2. When did you obtain your first full-time job after graduating from Boise State University?

- O I was already employed and continued in that job
- O Obtained the job prior to leaving Boise State University
- O Less than one month after leaving Boise State University
- O 1 to 3 months after leaving Boise State University
- O 4 to 6 months after leaving Boise State University
- O Over 6 months after leaving Boise State University

3. If you were already employed, have you received a promotion or additional responsibilities as a result of the education you received at Boise State University?

O Yes O No O Not Applicable

4. Are you using skills and knowledge acquired at Boise State University in your job?

O Yes, frequently O Almost never
O Yes, occasionally O No

5. What is your current job?

6. Who do you work for? (Name of Company)

7. What is your annual salary?

- O Less than $15,000
- O $15,000 - $19,999
- O $20,000 - $24,999
- O $25,000 - $29,999
- O $30,000 - $34,999
- O $35,000 - $39,999
- O $40,000 - $44,999
- O $45,000 - $49,999
- O $50,000 or more

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4336

BOISE STATE UNIVERSITY

Survey of Recent Baccalaureate Graduates

SURVEY OF BOISE STATE UNIVERSITY ALUMNI

Below is a list of abilities or skills one might expect to develop while pursuing a post secondary education. To the left, indicate your opinion of the importance of the skill in an individual's efforts to be personally/professionally successful in today's world. To the right, indicate the impact of your experience at Boise State on your attainment of each skill.

IMPORTANCE TO YOU					IMPACT OF UNIVERSITY EXPERIENCE			
No Importance	Minor Importance	Moderate Importance	Major Importance		No Impact	Minor Impact	Moderate Impact	Major Impact
①	②	③	④	8. Defining and solving problems	①	②	③	④
①	②	③	④	9. Developing skills that employers need	①	②	③	④
①	②	③	④	10. Recognizing and using effective oral communication skills	①	②	③	④
①	②	③	④	11. Developing and using effective leadership skills	①	②	③	④
①	②	③	④	12. Analyzing and drawing conclusions from various types of data.	①	②	③	④
①	②	③	④	13. Recognizing and using effective written communication skills	①	②	③	④
①	②	③	④	14. Working cooperatively in groups; working as a team member	①	②	③	④
①	②	③	④	15. Making effective use of computers and other technology	①	②	③	④
①	②	③	④	16. Developing original ideas and/or products	①	②	③	④
①	②	③	④	17. Thinking objectively about beliefs, attitudes and values	①	②	③	④
①	②	③	④	18. Making and exercising a lifelong commitment to learning	①	②	③	④
①	②	③	④	19. Developing standards for my personal and professional life	①	②	③	④
①	②	③	④	20. Meeting the challenges in my career field of choice	①	②	③	④
①	②	③	④	21. Getting along with people from various cultures, races, backgrounds, etc.	①	②	③	④
①	②	③	④	22. Learning about existing and emerging career options	①	②	③	④
①	②	③	④	23. Understanding the interaction of human beings and the environment	①	②	③	④
①	②	③	④	24. Acquiring a well-rounded general education	①	②	③	④

To what extent do you agree with the following statements about your major program or department? Use the following responses to reply.

Disagree Strongly	Disagree	Agree	Agree Strongly
1	2	3	4

25. Faculty members were genuinely interested in the welfare of students.	①	②	③	④
26. I would advise a friend with similar interests to enroll in the same major.	①	②	③	④
27. Many courses were not offered at the right times for me.	①	②	③	④
28. A number of courses covered the same material and were redundant.	①	②	③	④
29. If starting over, I would enroll in the same major/program again.	①	②	③	④
30. There was good communication between faculty and students regarding student needs/concerns.	①	②	③	④

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BOISE STATE UNIVERSITY

Survey of Recent Masters/Doctorate Graduates

SURVEY OF BOISE STATE UNIVERSITY ALUMNI

Disagree Strongly	Disagree	Agree	Agree Strongly
1	2	3	4

31. Many opportunities existed outside of class for interactions between students and faculty.	①	②	③	④
32. The interactions and discussions with my peers in the department were a major source of motivation and support.	①	②	③	④
33. Faculty were outstanding teachers.	①	②	③	④
34. I received sound academic advice.	①	②	③	④
35. I had to delay graduation because of course availability.	①	②	③	④

What advice would you give your department to improve the quality of education offered?

Other items:

1 ①②③④⑤	8 ①②③④⑤	15 ①②③④⑤
2 ①②③④⑤	9 ①②③④⑤	16 ①②③④⑤
3 ①②③④⑤	10 ①②③④⑤	17 ①②③④⑤
4 ①②③④⑤	11 ①②③④⑤	18 ①②③④⑤
5 ①②③④⑤	12 ①②③④⑤	19 ①②③④⑤
6 ①②③④⑤	13 ①②③④⑤	20 ①②③④⑤
7 ①②③④⑤	14 ①②③④⑤	

Other comments:

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